

**Nutrition and Physical Activity (NPA)****Grades PreK-2**

This concept area focuses on essential content students need to know about nutrition and physical activity.

<b>Stem</b>	<b>This is evident when students.....</b>
<b>HE1: Self Management</b> Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Select a variety of foods that can be eaten for healthy snacks. b. Create a list of foods that should be limited. c. Identify a variety of physical activities that are personally enjoyable.
<b>HE2: Core Concepts</b> Students will show an understanding of health promotion and disease prevention concepts.	a. Identify habits that are healthy and reduce the risk of disease (e.g., healthy food choices, regular physical activity, drinking water, adequate sleep and rest). b. Explain the importance of eating a variety of nutrient-rich foods. c. Identify a variety of nutritious food choices. d. Identify a variety of ways to be physically active and raise heart rate.
<b>HE3: Analyzing Influences</b> Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Explain how culture, media, peers, family and other factors influence eating behaviors and physical activity.
<b>HE5: Interpersonal Communication</b> Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Demonstrate appropriate communication skills when asking adults/caretakers to offer healthy foods and time for physical activity.
<b>HE6: Goal Setting</b> Students will demonstrate the ability to set personal goals to enhance health.	a. Set a short-term personal health goal for healthy eating and physical activity.
<b>HE7: Decision Making</b> Students demonstrate the ability to make decisions that lead to better health.	a. Explain when assistance is needed in making health-related decisions (e.g., family members and other adults help students make healthy food choices).

**Nutrition and Physical Activity (NPA)****Grades 3-4**

This concept area focuses on essential content students need to know about nutrition and physical activity.

<b>Stem</b>	<b>This is evident when students.....</b>
<b>HE1: Self Management</b> Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Choose a variety of healthy foods in appropriate portions. b. Identify protective behaviors and strategies to avoid unhealthy situations (e.g., preparing and storing food in a safe and sanitary way). c. Compare behaviors that are safe to those that are risky or harmful (e.g., the use of protective equipment for physical activity and sports). d. Identify strategies for engaging in physical activity each day a minimum of 40 minutes.
<b>HE2: Core Concepts</b> Students will show an understanding of health promotion and disease prevention concepts.	a. Identify and classify foods, including recommended amounts to eat according to MyPyramid. b. Identify major nutrients supplied by food groups necessary for growth and maintenance. c. Describe strategies to improve or maintain personal health (e.g., choosing a variety of ways to be physically active). d. Explain the importance of a safe environment and the use of protective equipment for physical activity and sports.
<b>HE3: Analyzing Influences</b> Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Analyze how family, school and media influence eating habits and physical activity choices.
<b>HE4: Accessing Information</b> Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Use the nutrition information on food labels to compare products.
<b>HE5: Interpersonal Communication</b> Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Demonstrate how to ask for nutritious foods.
<b>HE6: Goal Setting</b> Students will demonstrate the ability to set personal goals to enhance health.	a. Identify factors and resources to assist in achieving a personal health goal (e.g., being active before, during and after the school day).
<b>HE7: Decision Making</b> Students demonstrate the ability to make decisions that lead to better health.	a. Demonstrate the ability to apply the decision-making process to health issues (e.g., using information on food labels to make decisions about food, creating balanced meals using the MyPyramid).

**Nutrition and Physical Activity (NPA)****Grades 5-6**

This concept area focuses on essential content students need to know about nutrition and physical activity.

<b>Stem</b>	<b>This is evident when students.....</b>
<b>HE1: Self Management</b> Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Demonstrate safety strategies for personal health (e.g., food safety, including sanitation and prevention of food borne illness). b. Develop strategies to balance healthy food, snacks, and water intake along with daily physical activity.
<b>HE2: Core Concepts</b> Students will show an understanding of health promotion and disease prevention concepts.	a. Describe the relationship between healthy behaviors and personal health (e.g., calorie intake and the level of physical activity affect body weight, healthy eating enhances a person's ability to be physically active). b. Describe positive health habits for the adolescent (e.g., balanced nutritional intake is necessary to promote healthy growth and development).
<b>HE3: Analyzing Influences</b> Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Analyze how information from peers, family, and others influences food and physical activity choices.
<b>HE4: Accessing Information</b> Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Identify resources that provide valid health information and services (e.g., food labels, MyPyramid, U.S. Dietary Guidelines).
<b>HE5: Interpersonal Communication</b> Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Demonstrate effective ways to promote and support positive health (e.g., supporting others to choose healthy foods and be physically active).
<b>HE6: Goal Setting</b> Students will demonstrate the ability to set personal goals to enhance health.	a. Set realistic short and/or long-term goals for healthy eating and exercise and developing plans to achieve them.
<b>HE7: Decision Making</b> Students demonstrate the ability to make decisions that lead to better health.	a. Analyze how personal preferences, restrictions, and barriers influence decision related to healthy eating, adequate sleep, and physical activity.

**Nutrition and Physical Activity (NPA)****Grades 7-8**

This concept area focuses on essential content students need to know about nutrition and physical activity.

<b>Stem</b>	<b>This is evident when students.....</b>
<b>HE1: Self Management</b> Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Develop strategies for healthy practices to maintain or improve health (e.g., healthy food preparation techniques, incorporating enjoyable moderate-intensity physical activities into daily routine). b. Analyze characteristics of restaurant menu items and methods of preparation to identify healthier food choices, including fast food.
<b>HE2: Core Concepts</b> Students will show an understanding of health promotion and disease prevention concepts.	a. Explain the relationship between healthy eating habits, hydration, and physical activity and the prevention of disease. b. Analyze the effects that risky behaviors have on personal health (e.g., eating disorders affect on personal health, health-related conditions due to the lack or excess of certain nutrients and food supplements and lack of exercise).
<b>HE3: Analyzing Influences</b> Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Analyze how messages from media, school, family, and peers influence eating behaviors, food choices and exercise.
<b>HE4: Accessing Information</b> Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Analyze the validity of health information, products, and services from a variety of sources including the Internet about the nutritional value of foods, healthy weight management, and eating disorders.
<b>HE5: Interpersonal Communication</b> Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Demonstrate the ability to use a variety of communication methods for accurately expressing information and ideas about healthy eating and physical activity.
<b>HE6: Goal Setting</b> Students will demonstrate the ability to set personal goals to enhance health.	a. Makes a personal plan for improving one's nutrition and incorporating physical activity into daily routines.
<b>HE7: Decision Making</b> Students demonstrate the ability to make decisions that lead to better health.	a. Describe how their decisions impact the health of themselves and others (e.g., poor food handling practices, short-term consequences of unhealthy food choices).

**Nutrition and Physical Activity (NPA)****Grades 9-12**

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<b>Stem</b>	<b>This is evident when students.....</b>
<b>HE1: Self Management</b> Students will understand how to reduce their health risks through the practice of healthy behaviors.	a. Demonstrate the ability to use information on food labels to choose nutrient-dense foods, avoid or limit low-nutrient foods, and avoid foods that result in adverse conditions. b. Analyze their personal eating patterns for nutritional adequacy according to the United States Recommended Dietary Allowances.
<b>HE2: Core Concepts</b> Students will show an understanding of health promotion and disease prevention concepts.	a. Analyze how eating and exercise behavior can impact health maintenance and disease prevention (e.g., nutritional practices and levels of physical activity can affect long-term risks for certain diseases). b. Evaluate the short and long-term effects of daily physical activity and healthy eating (e.g., athletic or academic performance, body weight, stress relief). c. Analyze how public health policies and laws influence health promotion and disease prevention (e.g., food additives and preservatives affect food choices). d. Distinguish between unhealthy and healthy ways to manage weight. e. Analyze the impact of technology on health (e.g., use of pedometers and heart monitors for enhancing physical activity; television, video games, and computers hindering physical activity).
<b>HE3: Analyzing Influences</b> Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.	a. Analyze internal and external factors on eating and exercise behaviors.
<b>HE4: Accessing Information</b> Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.	a. Demonstrate the ability to access appropriate sources of support and treatment available in the community for a variety of nutrition and exercise issues. b. Provide evidence to support the validity of nutrition and physical activity information, products, and services.

**Nutrition and Physical Activity (NPA) – Continued**

**Grades 9-12**

Stem	This is evident when students.....
<b>HE5: Interpersonal Communication</b> Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.	a. Demonstrate effective verbal and nonverbal communications skills to enhance healthy eating and physical activity. b. Demonstrate the ability to advocate for healthy eating and physical activity.
<b>HE6: Goal Setting</b> Students will demonstrate the ability to set personal goals to enhance health.	a. Assess one's nutritional intake, physical activity levels, and health status. b. Develop a goal setting plan to achieve a state of well-being; reflecting on barriers and supports; identifying strategies to overcome barriers and enhance supports; and evaluating progress in attaining goals for healthy eating and physical activity.
<b>HE7: Decision Making</b> Students demonstrate the ability to make decisions that lead to better health.	a. Demonstrate a decision-making process that results in healthy food choices and daily physical activity. b. Evaluate the internal and social pressures that influence decisions.